

| Syllabus for Psychology 33 South Fork High School Campus | | |
|---|--|---|
| Semester & Year | Spring 2018 | |
| Course ID and Section # | Psychology of Growth and Development - S5596 | |
| Instructor's Name | Stephen Quiggle | |
| Day/Time | M T TH 8:15 a.m. to 9:15 a.m. | |
| Location | South Fork High School C wing Room 5 | |
| Number of Credits/Units | 3.0 | |
| Contact Information | <i>Office location</i> | C-5 |
| | <i>Office hours</i> | Prior to and after class |
| | <i>Phone number</i> | 707 223-1713 |
| | <i>Email address</i> | Stephen-quiggle@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | I Never Knew I Had a Choice: Explorations in Personal Growth. 8 th edition |
| | <i>Author</i> | Gerald Corey |
| | <i>ISBN</i> | 13: 978-0-534-60786-9 |
| Course Description | | |
| <p>The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment. A course that has a focus in applied psychology. The course surveys psychological theories and empirical research as applied to personal growth, personality development and adjustment. The topics covered include: personality development, self esteem, stress and coping, health, psychology of love, sex and sex roles, mental health diagnoses, work and group behavior. Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships.</p> | | |
| Student Learning Outcomes | | |
| <ol style="list-style-type: none"> 1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective. 2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth. 3. Critically analyze psychological information in the popular press. 4. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science. | | |
| Special Accommodations | | |
| <p>College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p> | | |
| Academic Support | | |
| <p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more.</p> | | |
| Academic Honesty | | |
| <p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the</p> | | |

Syllabus for Psychology 33 South Fork High School Campus

student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for South Fork High School

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake (Green)

*Stay in room take cover.

2. Building Evacuation Fire/Earthquake (Yellow)

*Take roll sheet and attendance report sheet, lock windows and door, place correct color placard (red/green) on door, and evacuate via plan.

3. Shelter in Place/ Modified Lockdown (Blue) **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL "MODIFIED OPERATION HIBERNATE" (must radio gym and D wing classes)** or communication via radio, and office staff will go door to door informing staff of modified lockdown. **When over, an "ALL CLEAR" will be verbal signal over the intercom (must radio gym and D wing classes).**

*Close windows and curtains, carefully open door and get everyone inside rooms, including students and staff seeking shelter, then lock classroom door.

*Cover window on door with paper. All students seated, take roll, and document the names of all students present and not present.

4. Lockdown Imminent Danger (Red) Imminent Danger Signal – **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL "OPERATION HIBERNATE", OVER THE INTERCOM (must radio gym and D wing classes). WHEN OVER, AN "ALL CLEAR" WILL BE VERBAL SIGNAL OVER THE INTERCOM (must radio gym and D wing classes). DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**

*Immediately lock classroom door and cover door window with paper, close all windows, blinds and curtains. Instruct students to sit/lie on the floor (out of the direct line of projectile coming through the windows). Turn off all lights. Instruct students to remain silent, take roll. Await further instruction from Crisis Response Team or Police. Cafeteria students and staff close and lock serving windows, lock kitchen doors, go into storage area and close pass door.

Syllabus for Psychology 33 South Fork High School Campus

PE teacher will gather ALL students into the boy's locker room shower area for maximum protection. All layers of doors are to be locked.

5. Threat Assessment w/o schoolwide action (White)

*Refer any threats to staff or students to the principal or designee.

Each procedure should contain the following elements:

1. Code designation

a. Verbal: (Code Green, Yellow, Blue, Red, and White)

b. Bell signal (Bells or Fire Alarm) (must radio gym and D wing classes)

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

College of the Redwoods at South Fork High School
Psychology of Growth & Development-
Psy 33 - Course # S5596 - Spring 2018

Instructor Information

Instructor: Stephen Quiggle (707) 223-1713
Appointments: Before or after class or by phone

E-mail: stephen-quiggle@redwoods.edu

Textbook Information – (Texts available in class)

Book Title: I Never Knew I Had a Choice: Explorations in Personal Growth **Author:** Corey, Gerald
ISBN: 13: 978-0-534-60786-9 **Publisher:** Thomson Brooks / Cole
Edition Number: 8th (7th edition is fine as well) **Copyright Date:** 2006

Course Description

The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment. A course that has a focus in applied psychology. The course surveys psychological theories and empirical research as applied to personal growth, personality development and adjustment. The topics covered include: personality development, self esteem, stress and coping, health, psychology of love, sex and sex roles, mental health diagnoses, work and group behavior. Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships.

Learning Outcomes

1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective.
2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.
3. Critically analyze psychological information in the popular press.
4. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.

Course Expectations

I'll be clear about assignments and due dates; you'll complete all assignments within the due date
I'll support understanding, give examples and answer questions; you'll give your best efforts
I'll share experience and the psychological viewpoints; you'll share your insights, experiences, and discoveries
I'll do my best in setting and giving examples, you'll do your best being attentive and present
I'll have my phone put away during class... you, too.
I'll show up on time for every class meeting prepared to engage; you'll do the same!

Class Guidelines

Class content covers materials that are in the textbook, lectures, handouts and assignments (videos, etc.)
Students **MUST** type all papers and **ALL** assignments are due on the respective **DUE DATES** at class' beginning
Students must make prior arrangements for late work to be accepted
If you miss class or material, do not understand a concept or have questions about how to proceed:
 You may always ask the instructor (in class, prior to or after, by phone or email)
 You may contact classmates that you trust for clarification of information and assignments.
You do not need to ask permission to skip an assignment or a class; that is a choice you make.
Your individual grades will only be addressed privately.
It is expected that you will respect yourself and others by refraining from interrupting one another or the instructor; all devices that are not being used specifically for class shall be silenced.

Learning Support Services

If you have a documented disability or a reasonable request and wish to discuss accommodations or other learning needs, please contact me as soon as possible – all reasonable measures will be taken to assist. As a concurrently enrolled HS student, if you have an IEP or a 504 plan, please let me know so that I may talk to the school counselor.

Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, the mid and term quiz scores, group participation project and level / quality of participation totaling 300 points (there are extra credit opportunities).

| | |
|---------------------------------------|-----|
| Participation | 100 |
| 4 - Quizzes 25 points each | 100 |
| 2- Short answer essays 25 points each | 50 |
| Term paper | 50 |
| Total | 300 |

Grading Scale

A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F below 60% NP below 70%

Academic Misconduct

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course. **Bottom line: don’t cheat or copy AND cite your sources; if you need help, that’s why I am here and all you have to do is ask!**

College of the Redwoods student code of conduct: <http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

Term Calendar

Class will begin on **January 2nd, 2018**, and end on **May 10th, 2018**; we will meet every M/T/TH at 8:15 a.m. unless otherwise noted. **We will match SFHS’s academic calendar & vacation schedule.**

Weekly Schedule

Week One – January 22rd

Review Text - Review Course syllabus and expectations
Review Assignments and course content and expectations
Brief overview of psychology as a science

Week Two – January 29th

Read Chapter 1 - Invitation to Personal Learning
Focus Areas: Models of development and different learning modalities

Week Three – February 5th

Read Chapter 2 - Child and Adolescent development

Focus Areas: Models of Personality

Short Essay # 1: A two page paper (250 - 500 words) Topic TBA

Due on October 15th

Week Four – February 12th

Read Chapter 3 - Adulthood & Autonomy

Focus Areas: Like childhood, there are different stages

Quiz 1

Week Five - Intersession. Don't come to school, we're on a break!

Week Six – February 26th

Read Chapter - 4 & 5 All about your body, the good the bad and choices to be made

Focus Area: Body consciousness, wellness and stress

Short Essay # 1 Due Thursday

Week Seven – March 5th

Read Chapter 6 - Love

Focus Areas: What is love? How many kinds of love are there? Barriers to loving

Week Eight - March 12th

Read Chapter 7 - Relationships

Focus Areas: Different types; growth; dealing with conflict

Quiz - 2 Thursday

Week Nine - March 19th

Read: Chapter 8 - Becoming your own person

Focus Areas: Alternative roles v. stereotypes

Short Essay #2: A two page paper (250 - 500 words) Topic TBA

Week Ten - March 26th

Read: Chapter 10 - Work and recreation

Focus Areas: Reframe on "Career Decisions"

Week Eleven - April 2nd

For T/TH Read: Chapter 11 - Loneliness & Solitude

Focus Areas: Confronting fears of being alone

Read: Chapter 9 - Sexuality

Focus Areas: Dispelling misconceptions (no pun intended); developing a value system

Review Term paper parameters: **Review of APA article as applies to Developmental Psychology**

Quiz – 3 Thursday

Week Twelve - April 9th

Read: Chapter 12 - Death & Loss

Focus Areas: Grief process; processing the "Debt that all people pay".

Review Term Paper Outlines

Essay # 2 Due Thursday

Week Thirteen - Spring Break

Week Fourteen - April 23^h

Read: Chapter 13 - Meaning and Value

Focus Areas: Value systems in action

Week Fifteen – May 1st

Read: Chapter 14 - Pathways to personal growth

Focus Areas: Many roads... what fits?

Thursday: Term Papers Due

Week Sixteen - May 7th
Review course
Tuesday Final Exam
Thursday Final Grades

Although it is my intention to follow this syllabus, things change and you will be informed well in advance